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ABSTRACT

A survey was conducted to ascertain the views of present and past students and staff and administrators of Cuyahoga Community College's three ACCESS programs: Veterans Upward Bound, Project Search, and Special Services for Disadvantaged Students. Questionnaires sent to current program participants focused on the nature and value of program activities designed as preparation for postsecondary education; satisfaction with various aspects of the programs; and student background and characteristics. Questionnaires administered to former students requested additional information on activities since program participation and assessment of the programs' influence. Administrators and staff were questioned about their understanding of the programs' purpose and asked to appraise program aspects including tutor and counselor activities. They were also requested to recommend changes. Study findings, based on a low response rate of 21%, with especially low responses from current (19%) and former (13%) students, were restricted to Project Search participants and to administrators and staff. These include the following: (1) 95% of the Project Search past participants were helped to enroll in school; however, 46% of these dropped out and did not return; (2) financial assistance services and the staff were rated highly by participants, who also expressed general satisfaction with services; and (3) among the modifications suggested was a change in emphasis from quantity of students to quality of services. The survey instruments are appended. (HB)

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ED2122325

Cuyahoga Community College

EVALUATION OF ACCESS PROGRAMS: PROJECT SEARCH, VETERANS UPWARD BOUND, SPECIAL SERVICES FOR DISADVANTAGED STUDENTS

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OCTOBER, 1980

Office of the Vice Chancellor for Educational Planning & Development

EXECUTIVE SUMMARY

EVALUATION OF ACCESS PROGRAMS: PROJECT SEARCH, VETERANS UPWARD BOUND, SPECIAL SERVICES FOR DISADVANTAGED STUDENTS

Introduction

Cuyahoga Community College administers three programs which facilitate ACCESS to the college. The ACCESS program includes Project Search, Veterans Upward Bound, and Special Services for Disadvantaged Students. The goal is to recruit and/or prepare "disadvantaged youth" and veterans to enter post-secondary education. This evaluation sought to summarize the impressions of current and past participants, ACCESS staff and Cuyahoga Community College counselors about various aspects of the ACCESS System.

Method

The Office of Educational Evaluation and Market Research Systems and the ACCESS staff identified sample groups from each program and in designing three questionnaires. The questionnaires asked for past and present student appraisal and value of ACCESS services. ACCESS/Program and Cuyahoga Community College staff also rated goals, objectives, resources, and staffing provisions for the programs. Past and present student participant response rates were extremely low even after mail and telephone follow up. For this reason trends and comments may be helpful for planning future directions of the program, but decisions based on the data should be made in a cautious manner.

Findings

The following items represent a summary of the evaluation findings:

(1) Approximately 95% of the Project Search past participants were helped to enroll in schools. Of these, however, some 46% had dropped out and never returned. Nearly half of these individuals expressed the need to have assistance with re-enrolling in school.

(2) Past and current participants in Project Search found the financial assistance and willing, helpful staff most valuable. They were also generally very satisfied with other services and administration of the program.

(3) ACCESS program as well as other college staff rated the counseling facilities at the Metropolitan campus "below expectations." They rated resources, goals and objectives, program staff and quality of services "acceptable".

(4) Program staff suggested modification in the following areas: (a) verification of income by handicapped students, (b) the need for older adults to obtain high school transcripts, (c) the tendency to concentrate on the quantity of students required rather than quality of services.

Findings Continued

(5) Structure of the ACCESS Program, particularly as this relates to integration of program efforts with the existing Student Services program appear to require clarification.

Recommendations

(1) The extended benefits of ACCESS program to students is perhaps more reflective of program success than are its shorter term results. This data is grossly inadequate, however, since past participants in ACCESS programs appear to be more mobile than other segments of the population. This difficulty would be somewhat reduced by the institution of a semi-quarterly student follow-up mechanism of at least partial address verification within each of the ACCESS programs.

(2) It is imperative that program evaluation - including student follow-up/tracking become an integral part of all ACCESS programs. Program recency along with the quality of available data of the Veterans Upward Bound and Special Services to Disadvantaged Students programs prevent adequate evaluation of these programs at this time. Internal support and institutional integration of these programs, however, may be largely dependent on their ability to document the differences made by each.

(3) Appropriate attention should be given to organizational and physical factors reflected by the concerns of college staff.

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I. INTRODUCTION

Cuyahoga Community College's ACCESS project includes three programs: Project (Talent) Search, Veterans Upward Bound, and Special Services for Disadvantaged Students. The evaluation design recognizes that these programs are separate attempts to reach a common goal, which is to prepare specific groups for post-secondary education. The following paragraphs describe the functions and operations of each program.

II. PROGRAM DESCRIPTION

A. Veterans Upward Bound (VUB)

Cuyahoga Community College's Veterans Upward Bound program is administered through the Lifelong Learning Institute. The program began in 1963 and is housed at the Metropolitan and Western campuses. Its present director has been with the program since the spring of 1975.

The federally-funded program prepares veterans to enter post-secondary educational programs. The program offers basic skills instruction, vocational and personal counseling, tutoring, educational placement, and financial aid assistance to veterans who are disadvantaged economically but have academic potential. Veterans enter the program to prepare for the GED examination, to prepare for admission to post-secondary institutions, or to brush up on basic skills that would enable them to enroll in post-secondary institution.

B. Project Search

Project Search is a federally funded program administered by Cuyahoga Community College. Its purpose is to

recruit, counsel, and place in post-secondary institutions persons who have been "educationally or financially deprived".

Individuals are recruited through learning institutions, community agencies, "ethnic centers," penal institutions, the County Welfare office, the Ohio Bureau of Unemployment Services and other organizations. Counselors determine the aptitudes, interests, and needs of persons recruited. They provide them with academic, vocational/technical and up-to-date financial aid information. Counselors assist individuals in applying to post-secondary institutions and for financial aid. They also make available financial aid to those recruits who attend Cuyahoga Community College. Special service programs include career exploration for 9th through 12th graders, foreign study educational experiences, summer pre-engineering learning experiences, and college tours.

Project Search began in 1967. Its present Director joined the project in February 1975. Project Search has expanded from its initial efforts in the Hough area to all of Cleveland and to parts of Cuyahoga County. Presently there are two Project Search offices. One is at 10605 Chester Avenue (eastside site). The other is at 4115 Bridge Avenue (westside site).

C. Special Services to Disadvantaged Students

The Special Services for Disadvantaged Students (SSDS) is administered through the Lifelong Learning Institute. It began in 1979-80. Its first director was housed in 1979.

Disadvantaged students are referred from outreach pro-

grams like Project Search and Veterans Upward Bound, the Bureau of Vocational Rehabilitiation, the Cleveland Sight Center for the Blind, other health care agencies and high schools. Students are also recruited. The students served by Special Services for Disadvantaged Students are disadvantaged culturally, economically, educationally, physically, or have English as their second language.

Sometimes students' interests, aptitudes, and needs have been assessed before coming to Special Services for Disadvantaged Students. These students are given whatever help they need to continue their education. Other students are assessed after they come to Special Services for Disadvantaged Students. The purpose of Special Services for Disadvantaged Students is to identify disadvantaged and handicapped students and provide the special services that will enable them to initiate or continue their education.

The Special Services for Disadvantaged Students program is housed at the Metropolitan Campus. Special services are available at the Eastern and Western campuses as well. Special services include providing education in basic skills, tutoring, counseling, and providing whatever assistance necessary to help students stay in school. An interpreter for the deaf, readers, notetakers, and special equipment are available to physically handicapped students.

There was no former Special Services for Disadvantaged Students participant sample polled because of the program's newness. Staff solicited questionnaire responses from current participants and administrators.

III. CONDUCTING THE EVALUATION

A. Methodology

In evaluating the effectiveness of the ACCESS Program, data was collected relative to the assessment of past program particularily current program participants, and of program participants, and of program administrators.

A common questionnaire was developed for the present participants of Veterans Upward Bound, Special Services for Disadvantaged Students and Project Search.

A past user questionnaire was completed by past participants of Veterans Upward Bound. The report also includes an analysis of data collected from a telephone survey of past users of Talent Search which was conducted during the summer and fall of 1979. It did not appear to be cost effective decision to attempt to collect new data from past Talent Search users using the new instrument. Because Special Services for Disadvantaged Students was currently completing its final year of operation, there were no past users to complete such a questionnaire.

A questionnaire was also prepared for staff and administrators of the ACCESS Program as well as other counselors on the three campuses. These were distributed to staff by individual Program Directors and returned to the office via the same channel.

Because under the ACCESS Structure ACCESS administrators and staff on the campuses are assigned to work with students from all three programs, these individual were asked to evaluate all three programs. Primary program affiliation of all staff

were also noted. Appendix A contains the following questionnaires. Follow-Up Survey of Special Assistance Programs-Veterans Upward Bound and Special Services for Disadvantaged Students; Administrator/Staff Questionnaire - Talent Search, Special Services for Disadvantaged Students, Veterans Upward Bound; and Participating Student Questionnaire (Talent Search, Special Services for Disadvantaged Students, Veterans Upward Bound).

The administrative/staff, current participant and past participant questionnaires were mailed out July 10 and 11, 1980. The Educational Evaluation and Market Research staff followed up each questionnaire with telephone calls. In many cases, additional questionnaires were mailed. The results of the telephone follow up are included as Appendix B. The questionnaire responses were hand tabulated.

B. Questions Posed

The primary areas included in the questionnaire to present users of Talent Search, Veterans Upward Bound and Special Services for Disadvantaged Students were related to nature and value of program activities, satisfaction with various administrative and technical aspects of the program; most and least liked aspects. Information relative to student background and other characteristics were also included.

The items included in the questionnaire to past users of the two programs were related to duration of stay in the program, educational and employment status prior to entering the program, expectations, nature and value of experiences during

the program, educational and employment activities following the program, strengths and weaknessess of the program and an assessment of its overall influence on their lives. The past user data for Talent Search participants were related primarily to length of time in Project Search and to educational and employment activities since leaving the program.

The items on the administrator/staff questionnaire were related to their understanding of individual program purpose, appraisal of such aspects as program goals and objectives, staffing, facilities, funding, delivery systems, and services offered. They were also asked to rate the quality of tutor and counselor activities. Their length of employment, educational background and assessment of special qualities which enhance their effectiveness with the population served were also noted. They were requested to identify the primary change they would recommend relative to the ACCESS Program.

C. Sample Description

The evaluation staff, in collaboration with the Director of ACCESS Programs, selected samples from each of the three groups within each program. That is, from students who were current participants, and students who had formerly but were not then ACCESS participants. Table I presents a summary of the size of the sample of past and present administrators by individual programs, as well as the distribution of the sample size for program staff/administrators and counselors on the three campuses. Questionnaires were sent to a total of 60

TABLE I

ACCESS STUDY SAMPLE[1]

QUESTIONNAIRES	SENT	RETURNED	USABLE[2]	ON-LOCATION DISTRIBUTION	TOTAL
ADMINISTRATOR/STAFF	60	24	22 (37%)		22
Staff					
Project Search	7	6	6 (86%)		6
Veterans Upward Bound	4	3	3 (75%)		3
Special Services to Disadvantaged Students	5	3	3 (60%)		3
Counselors					
Metro	16	6	4 (25%)		4
East and West	18	3	3 (17%)		3
Financial Aid	10	3	3 (30%)		3
CURRENT PARTICIPANTS	239	42	42 (19%)		61
Project Search	120	29	29 (26%)	17	46
Veterans Upward Bound	50	4	4 (9%)	1	5
Special Services to Disadvantaged Students	69	9	9 (15%)	1	10
PAST PARTICIPANTS					
Veterans Upward Bound	50	6	6 (13%)		6
TOTAL	349	72	70 (20%)	19	89
Project Search		148			

[1]The percentages were calculated by dividing the usable number by the total number delivered, not sent. A number of questionnaires were returned to us marked "undeliverable".

[2]Two questionnaires were mailed back to us that were not completed.

[3]This represents the sample of students telephone survey conducted in 1979.

administrators, 239 current participants and 50 past participants.

A randomized method was used to select a sample from present users of Project Search. The sample for the 1979 telephone survey of past Project Search users was not a random one. They were selected from the 1975-77 project lists. Respondents included only those who could be reached by telephone. The staff of Veterans Upward Bound selected past users of Veterans Upward Bound "who were most representative of the program's population". The present users sample for Veterans Upward Bound and Special Services for Disadvantaged Students were comprised of all participants in the programs. There were no past users of the Special Services for Disadvantaged Students program since this program is currently in its first year of implementation.

Additional ACCESS participants completed present participant questionnaires at the ACCESS offices on the three campuses and the Talent Search sites. These numbers are reflected in Table I under "on location distribution".

D. RESPONSE RATES

Of the 349 questionnaires mailed, only 72 were returned. These 72 questionnaires represent 21% of the sample. The current participant questionnaires completed "on location" brought the total number to 89.

Many of the mailed questionnaires were returned to the Educational Evaluation and Market Research Systems office as undeliverable or were returned blank. Table I also shows the

number of ACCESS sample responses returned from each group and the percentage of these returned questionnaires which were fit for analysis. (These percentages are based upon the number of questionnaires delivered. We have omitted the questionnaires which were returned to the Office as undeliverable. Please see Appendix B for these totals).

Forty-two out of 239 current participants in the ACCESS programs returned their questionnaires. Of these, 29 were from Project Search, or 26% of the Project Search sample. Four were from Veterans Upward Bound, or 9% of the Veterans Upward Bound sample, and 9 were from Special Services for Disadvantaged Students or 15% of the Special Services for Disadvantaged Students sample.

Six out of 50 past participants in the Veterans Upward Bound program returned questionnaires, or 13% of the sample. As noted earlier, only Veterans Upward Bound participants were mailed past participant questionnaires.

There are several possible reasons for the low response rate to the mailed questionnaires. To begin with, a higher than average rate of mobility has often been described as the pattern for the segment of the population served by the ACCESS programs. Sixteen percent of the students in our sample had moved since they had registered with the ACCESS office. Many of the ACCESS students were difficult to contact because they did not have phones, had unlisted phone numbers, or had phones which have been disconnected. Through our follow-up efforts, we were able to contact 150 students and remind them to return the questionnaire. Twenty-one of these

students did respond, but 129 did not. Overall low response rate may also have been related to the length of the questionnaire. Students may have found it to be too complex or simply might not have had enough interest in a program to participate in its evaluation. Several questionnaires were returned without explanation.

Because students are seen on an as-need-be basis by the counselors, the evaluators could not benefit from group administrations of the questionnaires thus the reliance on response to a mailed questionnaire. The instrument was also completed at years end when financial aid/class selection/ registration would not have given occasion for students to visit the Program counselor. Questionnaires distributed to staff at the beginning of the fall quarter did not yield a sizable addition to the return rate. Counselors felt they were too busy with other paper work to pay sufficient attention to having students complete the current participant questionnaire.

The administrator/staff questionnaire showed the largest return rate. A total of 60 were mailed - 16 to ACCESS personnel and 44 to other college counselors and financial aid staff. Nearly half of these were returned - 24 out of 60, or 40%. Of these, 12 out of 44, or 27% were returned by college counselors and financial aid officers. Twelve out of 16, or 75%, were returned by staff of ACCESS programs.

IV. THE RESULTS

The responses to the questionnaires complete by participants from Special Services for Disadvantaged Students and Veterans Upward

Bound; and those from the past participants of Veterans Upward Bound will not be discussed. Because of the low response rates from these programs it is felt that the conclusions drawn would scarcely give a glimpse concerning program effectiveness. Suffice it is to say that the combined responses tended to be in a positive direction.

The current participants' responses in the Project Search program are discussed. The glimpses attained here, though based on results from a small sample may be slightly more helpful for planning. The results are not sufficiently generalizable to the entire current participant population however. The results of the administrator/staff questionnaire and the telephone survey of past Project Search participants will also be presented and discussed.

A. Current Participants: Project Search

Participant Characteristics

The present Project Search sample is similar to the Project Search 1979-80 population. Females comprise 73% of the sample, and 66% of population. The percentage of black persons in the population are 62% and 67% respectively. The percentage of white and Hispanic students are also similar: 20% in the sample compared to 18% in the population for whites, and 13% in the sample compared to 12% in the population for Hispancis. The majority of both the sample and the program population are single and between the ages of 23 and 32. In addition, the majority of each group is presently enrolled in an educational program.

Nature and Value of Services Received

Asked to identify and assess the present or future value of

the services they received so far in the program, the 46 current participants most frequently identified "money in order to attend college," "counseling about money for college," "inforamtion about getting admitted to college," and "I found people who were like me and interested in helping me." Of the 46 participants who answered this question, 35 checked "money in order to attend college," 24 checked "counseling about money for college," 22 and 21 respectively checked "information about getting admitted to college" and "I found people who were like me and interested in helping me."

Of the 24 who placed a value on "money in order to attend college," all indicated that the assistance very valuable or quite valuable. Of the 22 who placed a value on "counseling about money for college," 91% fell into these two categories. Eighty-eight percent of the 17 participants who indicated the value of "information about getting admitted to college" said it was very valuable or quite valuable. All of the 17 participants who indicated the value of "I found people who were like me and interested in helping me" said this was very valuable or quite valuable.

Satisfaction with Program Administration/Atmosphere

Participants were generally pleased with the various administrative and other aspects of the Talent Search Program. Table II summarizes this data. The percentages listed combine the responses of very satisfied, satisfied and okay. The largest numbers were in the "very satisfied" category. Twenty-one to thirty-two participants checked their level of satisfaction in each of the following items:

Most-Liked Aspect of Program

Participants were asked to say what they liked most about the program. Of the 34 participants who answered this item, 18 mentioned the willingness of the staff to help them and 9 mentioned financial assistance.

TABLE 2

TALENT SEARCH CURRENT PARTICIPANT LEVEL OF SATISFACTION WITH VARIOUS ADMINISTRATIVE AND ATMOSPHERIC ASPECTS OF THE PROGRAM

PROGRAM ASPECTS	Number of Respondents and (%) of Sample Satisfied
How quickly I was able to see a counselor the first time.	30 (100%)
The completeness of answers to question I asked.	32 (100%)
The understanding or awareness I've gained about continuing my education.	29 (100%)
Courtesy (attitude) of the people who work in the program.	28 (100%)
The accuracy of information I have received.	29 (93%)
How easy it was to reach someone when I needed information or assistance.	32 (100%)
The willingness of people in the program to help me.	29 (100%)
The times when activities are scheduled.	22 (100%)
The places where activities are held.	21 (100%)
The willingness of the staff to accept me as I am.	28 (96%)

Least Liked Aspects of Program

Participants were also asked to state what they liked least about the program. Ten of the 25 participants who responded to this item indicated that they had no complaints. Five thought they were mislead or misguided relative to financial or academic concerns. Two felt they were being asked to do things they did not want to do. One student did not understand the benefits available because Project Search had not been explained well enough. Two said they were told

that they would receive financial aid but did not do so.

B. Past Participants: Project Search

Following are results obtained from the 148 past participants who responded to a telephone survey in fall 1979.

Participant Characteristics

Project Search staff collected demographic data from the majority of telephone respondents. The majority of the respondents were single and female, 67% and 87% respectively. A large majority were black (94%), and had one or more dependents at the time they were called (63%).

Before Participation in Project Search

The majority of respondents (80%) had graduated from high school before coming to Project Search. Forty-eight precent had been referred by friends or relatives and 32% had been introduced to the Program by high school counselors, Cuyahoga Community College counselors, or recruited by Project Search counselors. Seventy-nine percent said they were not working at the time they went to Project Search. The majority of respondents (72%) were interested in business, health, or public service technologies.

Educational Activities Since the Program

Of 148 respondents, the largest number of participants were either still continuing their education or had continued their education, but dropped out by the time they were called. Twenty-nine percent of the participants said that they were still attending school. Sixty-eight or 46% of the participants had begun an educational program after contact with Project Search but had not completed the program and were not presently enrolled in any other. After contact with Project Search, 32 (22%) had completed either high school, and/or

a 2-year or 4-year degree or certificate program. The largest number of these had earned a 2 or 4-year degree. The remaining 6 (4%) did not begin an educational program after going to Project Search.

Project Search Contribution to Participants

When asked how Project Search had helped them, a large majority, 113 out of 132 (86%), indicated that they were helped financially. The kinds of financial assistance most often mentioned were grants and tuition vouchers. Project Search had helped 95% of the respondents enroll in school.

Employment Activities Since the Program

Asked if they were working, 74 out of 134 (55%) of past Project Search users said yes, 60 (45%) said no. Fourteen of the 60 participants who said "no" said they were not working because they were currently or will be enrolled in school. No information was available which described the nature or duration of employment.

C. Administrator/Staff: Evaluation of Project Search, Veterans Upward Bound, and Special Services for Disadvantaged Students

Administrator/Staff Sample

The administrator/staff sample consisted of 12 respondents from ACCESS and ten respondents from Cuyahoga Community College. Six of the ACCESS respondents are associated primarily with Project Search. Five of Cuyahoga Community College respondents are located at the Metro Campus. (Please see Table I for further breakdown.)

Emphasis on Activities in ACCESS Programs

College and program staff were asked to rate a number of activities by the amount of emphasis placed on each within the

programs. Between 16 and 19 people responded to each item with the exception of one activity, "educational planning," in which between 6 and 7 people responded. Perhaps the 6 or 7 people felt that an eariler mentioned activity, "academic planning," referred to the same function.

Seventy-five percent or more of the respondents felt that in Project Search extremely high or high emphases are placed on recruitment; post secondary placement; academic, financial aid, and career counseling; and educational planning. This is, of course, consistent with the aims of Project Search.

Seventy-five percent or more of the respondents felt that in Veterans Upward Bound extremely high or high emphases are placed on academic, financial aid, career counseling, and educational planning. Fifty to 75% say that extremely high or high emphases are placed on recruitment, high school/GED completion, and basic skills instruction. These are also consistent with the objectives of the Veterans Upward Bound Program.

Similarly, 75% or more of the respondents said that extremely high or high emphases are given to academic and personal-social counseling in the Special Services for Disadvantaged Students program. Between 50% and 75% believe that extremely high or high emphases are placed on recruitment; basic skills instruction; post secondary placement; financial aid, career counseling; retention; tutoring and educational planning.

It appears that Project Search is more well known on the campuses than Veterans Upward Bound or Special Services for Disadvantaged Students. This is to be expected because Project Search has been in existence for a longer period. Also there were more program staff still identified as being with Project Search than from Veterans Upward Bound

or Special Services for Disadvantaged Students. The program staff, however, rated all ACCESS programs. Many respondents claimed that they did "not know enough to respond" to questions pertaining to Veterans Upward Bound and Special Services for Disadvantaged Students.

Program Aspects' Appraisal

Administrators/staff rated programs on a variety of program dimensions. A number of items were listed under each category (see questionnaire under Appendix A). Ratings were averaged and weighted for each category. The ratings for Veterans Upward Bound and Special Services for Disadvantaged Students (VUB/SSDS) were combined because of the small number of responses. An effort should be made to separate the results of the two in the future because rating differences were apparent in individual questionnaires.

All items were rated as "acceptable" with one exception. "Resources Facilities" was rated "below my expectations" in Veterans Upward Bound/Special Services for Disadvantaged Students (VUB/SSDS). Three respondents commented that the counseling facilities at Metro are inadequate because there is "no privacy for counseling." The exact ratings for each category of items is presented in Table 3.

The "do not know enough" ratings were scattered in many of the questionnaires. The reason for this may be that program staff were rating programs other than those with which they identify themselves. These ratings were most frequent in the "Resources - Staffing" and "counselors" categories. They were least frequent in the general "Overview" and "Program Goals and Objectives" categories.

TABLE 3

WEIGHTED AVERAGE RATINGS
AND NUMBER OF RESPONDENTS (N)
TO AREAS ON ADMINISTRATIVE/STAFF QUESTIONNAIRE

	Project Search	Veterans Upward Bound/ Special Services for Disadvantaged Students
Overview (Questions 5-7)	4.15 (22)	3.84 (21)
Program Goals and Objectives (Questions 8-11)	4.31 (21)	4.23 (20)
Resources - Staffing (Questions 12-15)	4.21 (21)	4.21 (19)
Resources - Facilities (Questions 16-18)	4.25 (19)	3.27 (19)
Resources - Funding (Question 19)	3.85 (13)	3.58 (13)
Processes and Delivery Systems (Questions 20-23)	4.37 (19)	4.23 (19)
Quality of Service Offered (Questions 24-26)	4.25 (20)	4.31 (18)
Counselors (Questions 27-31)	4.39 (20)	4.49 (18)
Tutors (Questions 32-33)	4.07 (7)	3.83 (9)
Summary (Questions 34-38)	4.22 (21)	3.96 (19)

5 = Excellent
4 = Acceptable
3 = Below my expectations
2 = Poor
1 and 0 = Do not know enough and does not apply (These ratings were excluded from the calculations)

Respondents' Comments and Recommendations

The following comments and recommendations were made by two or more people. Respondents generally felt that the ACCESS programs are providing a valuable service to students. They commented that intake procedures should be modified so that the income verification requirement does not apply to handicapped students and high school transcripts are not required of older adults. Respondents commented that there should be less emphasis on the quantity of students and more on the quality of services. Staff felt that ACCESS programs should be integrated into the Student Services system. However, each program ought to be self-contained within the Student Services Program because they aim to serve different types of students.

VI. SUMMARY

The preliminary results indicate that project Search's current participants are pleased with the program and find the services valuable. A large majority of former participants have been helped to enroll in school by Project Search. Although there is a tendency for them to not stay in school, many would like Project Search to help them re-enter school. Results are not available from past participants of Veterans Upward Bound and Special Services for Disadvantaged Students. Administrators and staff in ACCESS programs at Cuyahoga Community College are satisfied with the ACCESS programs recommend strongly that privacy in the ACCESS counseling area at the Metropolitan campus be improved. They also consider some aspects of program requirements and operations should be considered.

APPENDICES

APPENDIX A

FOLLOW-UP SURVEY OF SPECIAL
ASSISTANCE (ACCESS) PROGRAMS

- VETERANS UPWARD BOUND
- SPECIAL SERVICES TO 'DISADVANTAGED' STUDENTS

EASTERN CAMPUS
METROPOLITAN CAMPUS
WESTERN CAMPUS

June 18, 1980

We would like to know the extent to which Access Programs at CCC are helpful to students over an extended period of time. For this reason, we would appreciate the few minutes you are willing to take to answer the questions in this questionnaire and return your response to us in the enclosed envelope.

Please let us hear from you as soon as possible.

Sincerely,

Henrietta Bibbs

Henrietta Bibbs, Director
Access Programs

James D. Smith, Director
Educational Evaluation and
Market Research Systems

HB:JDS/mlj

Please answer the following questions as completely as you can.

A. PROGRAM .....

1. Please check the Special Assistance Program you used at Cuyahoga Community College

( ) Veterans Upward Bound
( ) Special Services to Disadvantaged
( ) Other, Please specify _____

2. How long ago did you use the program?

( ) Less than 6 months ago
( ) 7 months - 1 year ago
( ) 13 months - 1-1/2 years ago
( ) 19 months - 2 years ago
( ) 25 months - 2-1/2 years ago

3. For how long did you use the program?

( ) Less than 6 months
( ) 7 months - 1 year
( ) 13 months - 1-1/2 years
( ) 19 months - 2 years
( ) 25 months - 2-1/2 years

B. BACKGROUND.....

4. Sex

( ) Male
( ) Female

Marital Status

( ) Single
( ) Married
( ) Widowed
( ) Divorced
( ) Separated

Race/Ethnic Background

( ) White
( ) Black
( ) Puerto Rican
( ) Mexican
( ) American Indian
( ) Other, Please specify _____

C. BEFORE THE PROGRAM.....

5. Which of the following had you most recently completed before going into the program?

( ) Below 6th grade
( ) 7th - 8th grade
( ) 9th - 10th grade
( ) 11th - 12th grade
( ) High School graduate
( ) GED
( ) Technical School
( ) ____ years of college
( ) Other _____

6. At the time you went to the Program, what were you mostly doing?

( ) Working full-time
( ) Working part-time
( ) Unemployed but looking for work
( ) Trying to decide whether to go to school or not

7. If you were working, which of the following groups would the work you were doing fall into?

( ) Clerical (e.g. secretary, teller, cashier, mail handler, telephone operator)
( ) Operator, except transport (e.g. assemblers, inspector, garage worker, packer)
( ) Laborer, except farm (e.g. construction, freight)
( ) Food service, non-domestic
( ) Sales (e.g. clerks, representatives)
( ) Repair service
( ) Transport worker (e.g. bus, truck, taxi driver)
( ) Craftsman (e.g. mechanics, construction)
( ) Domestic worker
( ) Cleaning service - non domestic
( ) Health and personal service (e.g. nursing attendant, hairdresser)
( ) Homemaker
( ) Other. Please state what _____

8. Approximately how much money were you making per month? _____

D. EXPECTATION.....

9. In your own mind, what did you hope to gain when you went to the Program? (Check all that apply)

( ) To sharpen my job skills
( ) To go to college
( ) To obtain some specific training
( ) Help with getting financial aid to go to school
( ) Help with catching up on school since I felt I was behind
( ) Personal and/or academic counseling and support for school
( ) To be with more people in situations similar to my own
( ) Make plans or begin to move toward earning:-

( ) a special certificate
( ) a two-year degree
( ) a four-year degree
( ) other _____

E. DURING THE PROGRAM.....

10. How valuable did you find the educational or training activities during the time you were in the Program?

Use the code on the left hand side to evaluate each of the items:

6 = Very Valuable
5 = Somewhat Valuable
4 = Of Very Little Value
3 = Of Little Or No Value
2 = Not valuable
1 = I did not get this kind of service
0 = Does not apply

( ) Opportunity to take the GED
( ) I received information on colleges or universities
( ) I learned about a variety of financial aids and how to apply
( ) I received tutoring in Basic Skills
( ) I went on a variety of educational field trips
( ) I learned how to complete admission forms and other information needed by colleges to which I applied
( ) I found staff at the program to be good examples for me
( ) I received encouragement
( ) I learned a great deal about my own strengths and weaknesses as a person

11. Did the Program help you improve your grades?

( ) Yes, probably
( ) Perhaps
( ) No, probably not

12. Did the program help you succeed at CCC?

( ) Yes, I probably would have dropped out without the program's services
( ) Perhaps, I'm not sure I would have "made it" without the program's service
( ) No, I probably would have stayed with or without the program's services

13. Thinking back, what would you describe as the <u>most useful single thing</u> that has happened to you as a result of the program?

_____

_____

14. Thinking back, what single thing would you describe as being <u>the most useless activity or experience</u> for you during the Program?

_____

_____

F. SINCE THE PROGRAM.....

15. Are you now or did you enroll in any kind of educational course following your participation in the Program?

( ) Yes If yes, please answer #14

( ) No If no, please go to # 17

16.

Name of school(s) you attended or are attending	Status (Check Which) Completed	In Progress	Withdrew	Year of Intended or Past Graduation	Type of Program *See Below	Major or area of interest	If completed, Degree or Certificate Earned

Use the following codes to represent the <u>Type</u> of Education Program

1 = Associate Arts
2 = Undergraduate
3 = Graduate
4 = Certificate
5 = License
6 = Other, Please write in _____

17. Rate the item below which comes closest to the effect the program had on your educational activities, listed above, by completing the following sentence.

( ) The program was very influential to my subsequent educational decision
( ) The program was helpful, but not influential
( ) The program discouraged me from going in the direction I followed

18. If you continued in an educational program, but withdrew, and did not continue, please tell us why?

_____

_____

19. If you answered No to item 15, please explain whether and how you think the Program in which you had participated could have helped you.

20. Are you employed now or have you been employed anytime since your participation in the Program?

( ) Yes, If yes, please go to #19

( ) No, If no, please go to #21

21. If you have worked at one or more jobs following the program, please answer the following. *(Be sure to list all jobs you have had since the program).*

Job Title	Currently Employed	Past Employment	For How Long	Reason for Leaving

22. Please describe any way in which you feel that participating in the program has had an effect on your performance in any of the employment situations you have listed in #20.

G. YOUR SUGGESTIONS PLEASE

WE ARE INTERESTED IN ANY SUGGESTIONS YOU MIGHT HAVE FOR IMPROVING OUR SPECIAL ASSISTANCE PROGRAMS.

23. Please list the single greatest strength you remember about the program

24. Please list the single greatest weakness you remember about the program

25. Please tell us of any other activity in which you have been involved since the program that you feel came about as a result of your participation.

26. Please share any other thoughts you might have concerning the program in which you participated.

Thank you for taking the time to answer this questionnaire and share your thoughts with us. Please call us if you feel we can help you in any way with your future educational plans.

Cuyahoga Community College, pursuant to the requirements of Titles IV, VI and VII of the Civil Rights Act of 1964 and Title IX of the Education Amendment of 1972, does not discriminate against applicants, employees or students on the basis of race, color, religion, sex, national origin, age or handicap in its employment policies and/or educational programs or activities, including admission to such. Inquiries concerning this policy should be directed to: Director of Equal Opportunities, 700 Carnegie Ave., Cleveland, Ohio 44115. Phone (216) 241-5966.

APPENDIX A

ADMINISTRATOR/STAFF QUESTIONNAIRE
SPECIAL ASSISTANCE (ACCESS) PROGRAMS
**PROJECT (TALENT) SEARCH
**SPECIAL SERVICES TO DISADVANTAGED STUDENTS
**VETERANS UPWARD BOUND

Eastern Campus
Metropolitan Campus
Western Campus

June 18, 1980

Dear Cuyahoga Community College Staff/Administrator:

Establishment of a new Educational Evaluation and Market Research Systems office at the College gives us an opportunity to have an internal evaluation of how well the projects which comprise the ACCESS network have been doing to date. To do so, we are looking primarily at feedback data from Project Administrators and Staff, other CCC student service personnel, present as well as past participants in each program; and some statistical data from Directors. Professional discretion in use of the results of this evaluation is assured.

We appreciate the time you are willing to take to assist us in this effort. Please respond to the questions as thoughtfully and as completely as you can. Your responses will be most useful as the College continues its efforts to improve the quality of its services to meet the varied needs of all segments of the local community.

So that we may summarize the results at least by mid-way through the summer, your early return of this questionnaire will be greatly appreciated.

If you do not work directly with one of the programs, please return the completed questionnaire to Dr. Janet Smith at the District Office. If you do work directly with one of the programs, please return your completed questionnaire in a seal-d envelope to your Program Director who will then forward them all to Dr. Smith. Please call if you have any questions.

Sincerely,

Henrietta Bibbs

Henrietta Bibbs, Director
ACCESS PROGRAMS (Ext. 266)

Janet D. Smith

Janet D. Smith, Director
Educational Evaluation and
Market Research Systems (Ext. 308)

1. On which campus or area of town is your office located?

Campus	or	Area of Town
( ) Metropolitan		( ) Eastside
( ) East		( ) Westside
( ) West		( ) Metropolitan

2. What is your primary role? (Please check only one answer)
   ( ) Project Administrator
   ( ) Project Counselor
   ( ) Project Tutor
   ( ) Other CCC Student Service Personnel. Please specify role_____
   ( ) Other. Please Specify_____

3. With which program are you mainly affiliated? (Please check only one answer)
   ( ) Project (Talent) Search
   ( ) Veterans Upward Bound
   ( ) Special Services to Disadvantaged
   ( ) Not Affiliated
   ( ) Other. Please Specify_____

4. Following are a list of activities that may be used to define the purpose of a variety of Special Assistance Programs. Please rate each of the three programs listed according to the level of emphasis that you feel is given within it to each function.

   Let 5 = Extremely High Emphasis
   4 = High Emphasis
   3 = Moderated Emphasis
   2 = Low Emphasis
   1 = Extermely Low Emphasis
   0 = Not Applicable to this Program

	Recruitment	High Sch/GED Completion	Basic Skills Instruction	Post Secondary placement	COUNSELING				Retention	Tutoring	Educational Planning
					Academic	Financial Aid	Career	Personal-Social			
e.g. Project Overcome	0	5	4	0	4	0	2	3		5	
Project Talent Search											
Veterans Upward Bound											
Special Services to Disadvantaged Students											

On the following pages, you are requested to provide your appraisal of various aspects of each of the programs. In responding to any of the items, you are encouraged to comment further. Please rate each of the Programs in the space provided on the right hand side in relationship to each of the items listed below. Please use the following keys as a guide to your rating.

Write in a 5 if you wish to assign a rating of EXCELLENT
4 if you wish to assign a rating of ACCEPTABLE
3 if you wish to assign a rating of BELOW MY EXPECTATIONS
2 if you wish to assign a rating of POOR
1 if you feel that you DO NOT KNOW ENOUGH to rate a Program
0 if the item DOES NOT APPLY to a Program

PROJECT (TALENT) SEARCH	VETERANS UPWARD BOUND	SPECIAL SERVICES TO DISADVANTAGED STUDENTS.
1	4	5

EXAMPLE:

Staff humor (No one takes offense vs staff members are easily offended)

I have placed a 4 under Veterans Upward Bound because I find the staff of that program to be a jovial bunch; and a 1 under Project Search as I find them to be quite sensative and easily offended relative to their work. I know very little about the SSDS staff, therefore I have placed a 5 in that column.

	PROJECT (TALENT) SEARCH	VETERANS UPWARD BOUND	SPECIAL SERVICES TO DISADVANTAGED STUDENTS
OVERVIEW			
5. College's awareness of Program functions (Almost all student service College personnel-counselors, financial aid staff, totors, etc.) are aware of functions and services of program vs no awareness beyond those with overall responsibility for the program)			
6. Community awareness of Program's functions (Most relevant community services vs Veteran's services, and services to young adult persons are aware of functions and services of program vs little or no awareness beyond the College)			
7. Degree of student involvement (Most students use services through to a defined end vs substantial member become discouraged or do not complete the service available to them)			
PROGRAM GOALS AND OBJECTIVES			
8. Activities reflect knowledge of current practices and needs (Evidence of keeping current with changing student needs and familiarity with developments in similar programs vs dated approach)			
9. Concurrence of Program services with CCC plan for educational quality (Activities consistent with overall college plan for quality education vs little relationship between College's plan and program services)			
10. Publicity (Program staff uphold their case for services and program value within and outside the College vs expecting automatic understanding of function and benefits outside the program)			
11. Use of program objectives (Services are based on written objectives stated in measureable terms vs no stated or measureabke objectives)			
RESOURCES - STAFFING			
12. Provision for direction and coordination (Responsibility, authority, and accountability for services clearly identified and assigned with sufficent time for planning, integrating, supervision and evaluation vs no clearly defined lines of responsibility, authority and accountability)			
13. Qualification od administrators (Persons responsible for direction and coordination affecting services demonstrate a high level of administrative ability vs little such ability)			
14. Qualifications of staff (Most staff have relevant training and experience vs few with these characteristics)			

	PROJECT (TALENT) SEARCH	VETERANS UPWARD BOUND	SPECIAL SERVICES TO DISADVANTAGED STUDENTS
15. Number and appropriate levels of professional staff (number and distribution sufficient for optimum program effectiveness given current number of students vs program understaffed or lop-sided)			
RESOURCES - FACILITIES			
16. Space allotment (Facilities provide sufficient room and comfort to enhance quality of services vs cramped facilities)			
17. Privacy consideration (Facilities provide sufficient privacy for concentration, personal attention, and open interaction vs facilities noist and located in traffic pattern)			
18. Aesthetic consideration (Facilities cheerful, pleasant and invigorating vs dreary and physically un-appealing)			
RESOURCES - FUNDING			
19. Apropriate federal funding (Adequate funds are allocated in the operating budget to support achievement of objectives carried out by the Program vs funds provided are seriously inadequate to meet the objectives)			
PROCESSES AND DELIVERY SYSTEMS			
20. Responsive to student goals (Allows for flexible treatment based on student goals vs assumption that students pursue predictable educational careers for traditional purposes)			
21. Adequate duration of service (Sufficient time is alloted to meet needs of students vs length of service so short or long that a substantial number of students are mis-served)			
22. Appropriateness of activities (Planned activities - field trips, assessment, instruction, career counseling, financial aid counseling etc. are offered at stages which optimize student benefit vs sporadic or inconsistent provision of services)			
23. Appropriateness of scheduled activities (special events, office hours, etc. consider student schedule vs consideration primarily of staff convenience)			
QUALITY OF SERVICE OFFERED			
24. Qulaity of advice (Students receive advice appropriate to their interest, abilities, and goals vs evidence of substantial misdirection and/or student floundering)			

	PROJECT (TALENT) SEARCH	VETERANS UPWARD BOUND	SPECIAL SERVICES TO DISADVANTAGED STUDENTS
25. Improved academic performance (Services raise the academic preparation of a majority of students vs many students show little or no change in academic preparation i.e. test scores, aptitude, knowledge, etc.)			
26. Accuracy of information (Students receive financial, college, and other information that is accurate, recent and free of distortion vs information that is dated or inaccurate)			
PLEASE RATE COUNSELORS WITHIN EACH PROGRAM ON THE FOLLOWING			
27. Helping students interpret such qualities as their own learning rates, styles, aptitudes, interests, etc.			
28. Helping students formulate an educational plan.			
29. Helping students formulate a career plan.			
30. Helping students set short as well as long term goals.			
31. Helping students locate appropriate sources of financial/academic assistance and support.			
PLEASE RATE TUTORS WITHIN EACH PROGRAM ON THE FOLLOWING			
32. Providing individual assistance to students in understanding course content.			
33. Helping students develop appreciation and/or value for subject matter.			
SUMMARY			
34. The service attracts students to CCC (The program is an important stimulus for students to select CCC vs little impact on student decision to attend)			
35. Regarded highly by students (Most students in the program seem to believe that the function is valuable and adequate vs most students find service unimportant or inadequate)			
36. Regarded highly by non-Program staff in Student Service area (Nearly all staff and administrators in student service at the college see service as an appropriate addition to other services offered vs view of program as unnecessary, duplicative or inadequate)			
37. In comparison with itself a year ago (Evidence of substantial growth and improvement over the last year vs minimal to no change or a worsened state)			

	PROJECT (TALENT) SEARCH	VETERANS UPWARD BOUND	SPECIAL SERVICES TO DISADVANTAGED STUDENTS
38. Compared to what could be done (Given the general state of knowledge about this kind of service, the program is doing very well vs service is far below what it potentially could be)			

39. WE ARE INTERESTED IN ANY COMMENTS (POSITIVE OR NEGATIVE) WHICH YOU FEEL ARE APPROPRIATE FOR INCLUSION IN AN EVALUATION OF VETERANS UPWARD BOUND, PROJECT SEARCH, OR THE SPECIAL SERVICES FOR DISADVANTAGED STUDENT PROGRAM. WE TAKE OPPORTUNITY TO SOLICIT THESE.

40. PLEASE ANSWER THE FOLLOWING QUESTIONS ONLY IF YOU ARE DIRECTLY AFFILIATED WITH ONE OF THE PROGRAMS.

40. All totaled, how long have you worked in your present, or a similar capacity?

( ) Less than one year
( ) 1 - 2 years
( ) 3 - 4 years
( ) 5 - 6 years
( ) 7 - 8 years
( ) 9 - 10 years
( ) More than 10 years. How many?_____

41. How long have you been in your present capacity?

( ) Less than one year
( ) 1 - 2 years
( ) 3 - 4 years
( ) 5 - 6 years
( ) 7 - 8 years
( ) 9 - 10 years
( ) More than 10 years. How many?_____

42. What is your highest earned academic credential or academic preparation?

( ) Grade School
( ) High School Graduate
( ) Technical/Career School
( ) Associate of Arts degree/
Major_____
( ) Bachelors Degree
Major_____
( ) Masters Degree
Major_____
( ) Doctorate Degree
Major_____
( ) Courses toward an Associate Arts Degree
Intended major_____
( ) Courses toward a Bachelors Degree
Intended major_____
( ) Courses toward a Masters Degree
Intended major_____
( ) Courses toward a Doctorate Degree
Intended major_____

43. Describe any personal/ethnic/racial/experiential/training or other qualities which you feel contribute in significant ways to your ability to work with groups receiving the services of your Program?

PERSONAL:

RACIAL:

ETHNIC:

EXPERIENCE:

TRAINING:

OTHER:

44. If you were requested to make one change in the program in which you primarily work, what single most important change would you make? (Please be as specific as possible)

Thank you for taking the time to respond to this questionnaire.

If you work in one of the Programs, please return the questionnaire to your Program Director.

If you work elsewhere within the College, please return the questionnaire to Janet D. Smith, Research and Evaluation Services, District Offices.

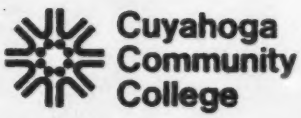
Again, thank you. If we can assist you in any way, please do not hesitate to call.

APPENDIX A

PARTICIPATING STUDENT QUESTIONNAIRE

SPECIAL ASSISTANCE (ACCESS) PROGRAMS

***PROJECT (TALENT) SEARCH
***SPECIAL SERVICES TO DISADVANTAGED STUDENTS
***VETERANS UPWARD BOUND



EASTERN CAMPUS
METROPOLITAN CAMPUS
WESTERN CAMPUS

June 25, 1980

Dear Participating Student,

We would like to know how well such programs as Project Search, Special Services to Disadvantaged Students and Veterans Upward Bound serve students.

We would like to know how students who use Project Search, Special Services to Disadvantaged Students or Veterans Upward Bound feel about the services they receive.

Please take a few minutes to answer the questions we ask in this questionnaire. This will give us an idea of where we could improve to meet student needs in ways that we may not be aware at this time.

Please share your thoughts with us and return the questionnaire to your Counselor as soon after you receive it as you can.

Sincerely,

Henrietta Bibbs

Henrietta Bibbs, Director
Access Programs

Janet D. Smith, Director
Educational Evaluation and Market Research Systems

HB:JDS/mlj

1. Which of the following programs do you use? (If you have used more than one, check the one you used most recently.

___ 1. Project (Talent) Search
___ 2. Veterans Upward Bound
___ 3. Special Services to Disadvantaged Students

ALL OF THE QUESTIONS BELOW ARE ABOUT YOUR THOUGHTS CONCERNING THE PROGRAM YOU HAVE CHECKED IN #1, THAT IS, THE PROGRAM YOU NOW USE.

2. How did you first hear about the Program?

___ A friend told me
___ Someone at a Social Agency told me
___ I read it in a leaflet or advertisement
___ Someone from my High School told me
___ Someone who works at CCC told me
___ I heard a Counselor from the Program speak somewhere
___ Some other way. Please write in how _____

3. Look only at the list of items on the left hand side. First, check which services or other items are things you have gotten from the program so far. (Be sure to check as many as you need to)

	Very Valuable	Quite Valuable	A little bit Valuable	Not at All Valuable
___(a) Counseling about school problems				
___(b) Counseling about personal problems				
___(c) Tutoring in basic skills (reading, writing, math)				
___(d) Tutoring in other college courses				
___(e) I took the GED examination				
___(f) Trips that helped me learn more about schools and/or other cultural things				
___(g) Counseling about money for college				
___(h) Money in order to attend college				
___(i) Information about getting admitted to college				
___(j) Counseling about what kind of career I might do best in				
___(k) I found people who were like me and interested in helping me				
___(l) I learned more about myself and what I can and cannot do				
___(m) I got encouragement to do more than I thought I could do				
___(n) I found at least one person on the staff by whom I felt inspired				
___(o) Other. Please write in what _____				

4. Now go back to the list and look at the items and the categories on the right hand side. For each item you have checked off, we would like to know how important or valuable it is to you or how valuable you think it will be in the future. Place an "X" under the heading on the right hand side which best describes how important you feel that each item you checked is, or will be to you.

5. Please tell us how satisfied you are with each of the following aspects of the program you are using. Place an 'X' under the heading on the right hand side which best describes how satisfied you have been with each item.

	Very Satisfied	Satisfied	It Was Okay	Dis-satisfied	Totally Dis-satisfied	Does Not Apply
Example. The neatness of the office		X				
(a) How quickly I was able to see a counselor the first time						
(b) The completeness of answers to questions I asked						
(c) The understanding or awareness I've gained about countinuing my education						
(d) Courtesy (attitude) of the people who work in the program						
(e) The accuracy of information I have received						
(f) How easy it was to reach someone when I needed information or assistance						
(g) The willingness of people in the program to help me						
(h) The times when activities are scheduled						
(i) The places where activities are held						
(j) The willingness of the staff to accept me as I am						

6. Please tell us what you like most about the program you use: _____

_____

_____

_____

7. Please tell us what you like least about the program you use: _____

_____

_____

_____

WE'D LIKE TO KNOW A LITTLE ABOUT THE PEOPLE WHO COME TO PROJECT SEARCH, VETERANS UPWARD BOUND AND SPECIAL SERVICES TO DISADVANTAGED STUDENTS. PLEASE ANSWER THE FOLLOWING QUESTIONS ABOUT YOURSELF.

8. Have other people in your family attended college before you?

___ Yes (Please continue)
___ No (Please skip question #9 and go to question #10)

9. Please check which relative(s) attended college before you.

___ Mother
___ Father
___ Sister(s)
___ Brother(s)
___ Grandmother
___ Grandfather
___ Aunt
___ Uncle

10. Are you in school now?

___ Yes (Please continue)
___ No (Please skip question #11, 12, 13 and go to question #14)

11. What kind of school do you attend?

___ High school or studying for the GED
___ Trade or technical school
___ Two year school (Junior or Community College)
___ Four year school

12. If you attend school, what field are you studying? ***PLEASE WRITE IN HERE*** _____

13. What is the name of the school you attend? _____

14. How many years has it been since you were in school?

___ 6 months - 1 year
___ 2 - 4 years
___ 5 - 7 years
___ 8 - 10 years
___ 11- 13 years
___ 14- 15 years
___ More than 15 years. How many?_____

15. What was the highest grade you completed in school before entering the program?

___ Below 6th grade
___ 8th to 9th grade
___ 10 to 11th grade
___ High School (12th grade)

Write in how many ____ years of ___ college or ___ other training beyond high school

16. Please check the age group in which you fell on your last birthday.

___ Under 18 years
___ 18 to 22 years
___ 23 to 27 years
___ 28 to 32 years
___ 33 to 35 years
___ Over 35 years

17. Please check your sex, marital status and racial/ethnic background.

A. Sex: ___ Male ___ Female

B. Marital Status: ___ Single ___ Married ___ Divorced ___ Widowed

C. Racial/Ethnic Background: ___ Black ___ Caucasian ___ Hispanic ___ Mexican ___ Oriental ___ Other. _____

Thank you for taking the time to answer this questionnaire. Please return it in the enclosed envelope or give it to your counselor.

APPENDIX B

TALENT (PROJECT) SEARCH SAMPLE - CURRENT PARTICIPANTS

AREA OF INFORMATION	NUMBER
Questionnaires Mailed	
Responded	29
Returned Undelivered	9
Telephone Follow-up:	
Disconnected	20
Moved	
No Answer	12
No phone #/Wrong #/unpublished #	1
Refused to fill out	1
Reached but did not respond	48
TOTAL	120
Questionnaires Distributed (on location)	
Responded	17
TOTAL	137

APPENDIX B CONTINUED

SPECIAL SERVICES FOR DISADVANTAGED STUDENTS SAMPLE-CURRENT PARTICIPANTS

AREA OF INFORMATION	NUMBER
Questionnaires Mailed	
Responded	9
Returned Undelivered	10
Telephone Follow-Up:	
Disconnected	
Moved	14
No Answer	6
No phone #/Wrong #/Unpublished #	6
Refused to fill out	1
Reached but did not respond	23
TOTAL	69
Questionnaires Distributed (on location)	
Responded	1
TOTAL	70

APPENDIX B CONCLUDED

VETERANS UPWARD BOUND SAMPLE-
CURRENT AND PAST PARTICIPANTS

AREA OF INFORMATION	NUMBER
Questionnaires Mailed	
Responded	10
Returned Undelivered	7
Telephone Follow Up:	
Disconnected	17
Moved	2
No Answer	18
No phone #/Wrong #/Unpublished #	6
Refused to fill out	
Reached but did not respond	40
TOTAL	100
Questionnaires Distributed (on location)	
Responded	1
TOTAL	101

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